







## Year 3 and 4 Curriculum Coverage

	<ul style="list-style-type: none"> <li>learn about great artists, architects and designers in history.</li> <li>Manga</li> </ul>	<p>what they need for the task.</p> <p><u>Colour</u></p> <ul style="list-style-type: none"> <li>Mix colours and know which primary colours make secondary colours Use more specific colour language</li> <li>Mix and use tints and shades</li> </ul>	<p>Manga drawing workshop</p>
	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Block</b></p>	<ul style="list-style-type: none"> <li>Use locational language to describe the location of points on a map of the school/local area. e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds.</li> <li>Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</li> <li>Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are.</li> <li>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</li> <li>Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. <b>(Links to Science, Maths, Geography)</b></li> <li>Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).</li> </ul>	<p>Church Service at Holy Trinity including Easter Service</p>
	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating</li> </ul>	<ul style="list-style-type: none"> <li>Find media and download it from the internet.</li> <li>Capture still images from video independently.</li> <li>Use simple photo and video editing tools to change the appearance of images. <b>(Links to Art, D&amp;T)</b></li> </ul>	



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	<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <b>(Drip fed every lesson)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create and edit music and sound tracks using music apps or software.</li> <li>• Create a simple database with different types of fields and records.</li> <li>• Use a variety of graphs to display the information, including pie charts, and discuss which type of graph works best for different kinds of data. <b>(Links to Maths)</b></li> <li>• Realise that information needs to be collected and entered accurately.</li> <li>• Access a website by typing in the url, selecting from favourites or from the history.</li> <li>• Skim and scan search engine results and look at their web address for clues as to their usefulness.</li> <li>• Share information on a range of devices using cloud based technologies.</li> <li>• Use appropriate sensors attached to a computer or data logging device to take readings to investigate a specific question or theory. <b>(Linked to Science/Geography)</b></li> <li>• Create a program which responds to various forms of inputs and outputs.</li> <li>• Write a program to achieve a specific goal.</li> <li>• Use logical reasoning to detect and correct errors in algorithms and programs.</li> <li>• Explore the effect of changing the variables in simulations and use them to make and test predictions, changing the variables in a simulation to achieve a given outcome.</li> </ul>	<p>STEM – programming micro bits</p> <p>Parent afternoon – Easter crafts</p>
	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Healthy and well being</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul> <p><b>(Drip teach through other lessons)</b></p>		
	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• Gospels</li> </ul> <p>What kind of world did Jesus want?</p> <ul style="list-style-type: none"> <li>• Salvation</li> </ul> <p><b>Block</b></p>	<p><b>Understanding Christianity Units</b></p>	
	<p><b>PE</b></p>	<p><b>PE planning</b></p>	



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	<ul style="list-style-type: none"><li>Indoor - Cricket, Dodgeball, Archery</li><li>Outdoor – Tennis, tri-golf, Orienteering</li></ul> <b>Block weekly lesson</b>		
	<b>Music</b> <ul style="list-style-type: none"><li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>listen with attention to detail and recall sounds with increasing aural memory</li><li>use and understand staff and other musical notations</li></ul> <b>Block</b>	<ul style="list-style-type: none"><li>Perform with control and awareness of what others are playing.</li><li>Improvise (including call and response) within a group using 3 or 4 notes.</li><li>Compose and perform melodies using three or four notes.</li><li>Make creative use of the way sounds can be changed, organised and controlled (<b>Linked to IT</b>).</li><li>Create accompaniments for tunes using drones or melodic ostinati (riffs).</li><li>Create (dotted) rhythmic patterns with awareness of timbre and duration.</li></ul>	Charanga